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STATE UNIVERSITY OF PHYSICAL EDUCATION AND SPORT STRATEGY ON CONTINUING PROFESSIONAL TRAINING FOR THE PERIOD 2021-2025

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COMPASS Towards European University Lifelong Learning in Moldova

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I. PREAMBLE

Continuing training is a component part of education in the Republic of Moldova. Its basic factor is the dissemination of new knowledge and their deepening during the professional activity, promoting the general-human cultural values, the development of human capital, in the formation of team spirit, realization of European integration aspirations, for the development of sustainable human potential and edification of a knowledge-based society. The good organization of the continuing training determines, to a large extent, the quality of the final result of improvement of the beneficiaries, contributing to the creation of new opportunities for the realization in full volume of the capacities of each specialist.

Lifelong learning is becoming more and more important, and people who periodically raise their level of qualification through continuing are more likely to be employed, successful in their careers and to participate fully in social life. The teachers continuing vocationall training represents an activity with a scientific-didactic, psycho-pedagogical and social content designed, realized and developed within the educational system, with managerial function of continuous control-self-control of the educational process, at all its reference levels: functional , structural and operational.

Thereticaaly continuing vocational training has at leastl two important functions: *utility and motivation*. On the one hand, the training programs contribute to the development of the employees' knowledge, skills, aptitudes and are reflected in the efficient accomplishment of the attributions. On the other hand, training gives the feeling of confidence in one's own skills and increases job gratification However, these results cannot be achieved if the training system is perceived as an obligation, if it is not relevant to the concrete working needs, if it does not offer any perspective in career development.

The continuing training activity aims at professionalizing the teaching career by establishing and pursuing the objectives related to psycho-pedagogical, methodical and specialized training (reviewing teaching-learning-assessment methods), social skills, cultivating and developing optimal socio-professional skills and attitudes, changing mentalities, collaborating with the community in a way that leads to student development, encouraging self-reflection and professional development), constructive-creative, constructive-action skills.

The continuing training of specialists in the general fields of studies *Education Sciences* , *Sports Sciences, Public Services and Security Services* is carried out on the basis of

continuing vocational training programs and partnership agreements, as well as with extra-budgetary financial support (from grants offered by foundations and international programs).

The strategy of the State University of Physical Education and Sports on the continuing vocational training (hereinafter - Strategy) is addressed to the staff of the State University of Physical Education and Sports (hereinafter - SUPES), to the categories of beneficiaries of the training services offered by the Department of Continuing Professional Training, in order to contribute to the development of their competencies and skills, through training programs adapted to the specific identified needs, including:

- Carrying out an analysis of the training needs at SUPES level (bachelor, master, doctorate, teachers and management), pre-university and extracurricular education institutions, institutions in the fields of Public Services and Security Services, based on quantitative and qualitative analysis and different investigation methods.
- Elaboration of a training strategy for the development of the competencies and abilities of the personnel from the targeted structures according to the needs identified with a clearly defined action plan.
- Carrying out training programs for the target categories of trainees, with a curriculum adapted to the identified needs.
- Elaboration of a *Guide for the implementation of the vocational training reform* at institutional level *and of the Manual of continuing training services*, as a result of the study visits in similar institutions from the European space.
- Development of an e-learning platform implemented as a tool for personal development, information and documentation of SUPES employees.

The **aim** of the *Strategy* is to effectively customize the areas and fields of training needed over the next five years thus to ensure a well-trained teaching staff. Planning continuing training is a necessary step in ensuring a unified vision, allowing efficient and effective allocation of the necessary funds for the next five years.

The *Strategy* has as **objectives**:

a) Ensuring the improvement of the service quality provided by SUPES.

b) Ensuring that staff can fulfill their responsibilities by using the highest level of knowledge and skills they possess, in a way that allows them to achieve a level of excellence in terms of quality, relevance, timeliness and accuracy of services delivered.

c) Identifying the training programs necessary for the development of skills and competencies of both SUPES staff and beneficiaries.

d) Providing the framework for the development and coordination of vocational training at the institutional level.

The fundamental principles of the *Strategy* provide the context in which the continuing vocational training activity of the SUPES staff will take place, as well as of the beneficiaries of continuing vocational training services in the general fields of studies *Education Sciences, Sports Sciences, Public Services and Security Services.*

The *Strategy* is a useful tool for specialized subdivisions in human resources development in SUPES structures. Over the next five years, the *Strategy* will permanently support the achievement of the SUPES strategic objectives , through its implementation, as well as the teaching staff within SUPES in improving its capacity to respond to the needs of the structure where it operates. All staff are informed about the annual training program.

The *Strategy* takes the direction offered by the management level regarding the structure priorities within SUPES in the next five years.

The *Strategy* aims to support services in achieving strategic objectives, by contributing to achieving the objectives set by the *Institutional Development Strategy and the Strategy in the field of human resources.* Strategic objectives may require an improvement in the level of performance among human resources and the human resources strategy will set learning objectives.

In conclusion, the *Strategy* is not an end in itself, but a means by which SUPES will achieve its strategic objectives. The implementation of the *Strategy* will be done in compliance with the general principles of lifelong learning: efficiency, effectiveness, coherence, equal treatment between categories of beneficiaries, respectively training providers, free access to training services, planning, transparency.

The Professional training programs will follow the observance of the sustainable development principles and will address to SUPES employees, specialists in the fields of *Education Sciences, Sports Sciences, Public Services and Security Services* - beneficiaries of the continuing vocational training services offered by the Continuing Vocational Training Department from SUPES, regardless of: race, nationality, ethnicity, language, religion, social category, beliefs, gender, sexual orientation, age, disability, illness, membership in a disadvantaged category, as well as any other criteria that have as purpose or effect restricting, removing the recognition, use or exercise, on equal terms, of human rights and fundamental freedoms or of rights recognized by law, in the political, economic, social and cultural spheres or in any other field of public life.

II. SUPES MISSION AND VISION

The vision of the State University of Physical Education and Sport is to be a leader in education and scientific research in the field of physical culture and sports in the Republic of Moldova, to identify itself among the reference institutions at European level in the realization, training and development of professional competences, skills and abilities required for a successful career path.

The mission of the State University of Physical Education and Sport is to carry out research and education activity at national and international excellence standards by:

- forming, developing and consolidating the values of the new knowledge-based society;
- training of hogh-performance specialists in the field of physical culture and sports, kinetotherapy, guard, protection and security, by offering creative study programs, which integrate the results of scientific research and contribute to the intellectual development of students, masters and PHD students;
- generating competitive qualifications in undergraduate and postgraduate training;
- establishing sustainable partnerships with other academia and business organizations;
- integration of the **SUPES** Scientific Research Center in European excellence networks and realization of fundamental and applied researches generating knowledge;
- development of a high-professional and civic responsibility teaching and research body;
- promoting scientific, cultural and ethical values in the national and international community.

Strategy Principles. In the process of implementing the strategy will be observed:

1. The principle of academic freedom and personal autonomy.
2. The principle of professional ethics and intellectual correctness.
3. The principle of professional and civic responsibility.
4. The principle of developing human potential in the spirit of competitiveness.
5. The principle of flexibility of programs, of their connection to the needs of the market.

6. The principle of partnership, multisectoral and interdisciplinary cooperation in research.

7. The principle of quality assurance in education and research.

8. The principle of integrating research into the European educational and research area.

In order to achieve specific recommendations and national and institutional strategic objectives in the field of education and lifelong learning, it is necessary to take into account the development of the education and lifelong learning system around 4 key dimensions:

1. **Relevance** - involves the elements that ensure a better adaptation of skills to current and future labor market requirements.

2. Access and participation - involves elements that facilitate access to continuing education and training, with a special focus on vulnerable groups and increasing participation in education and training programs following a process of guidance and counseling appropriate to individual needs.

3. Quality - involves the elements that ensure the development of a culture of quality in the governance of the education and vocational training system at the level of all functions: defining qualifications and curriculum, organizing the learning process, assessing and certifying skills, training teachers / specialists.

4. Innovation and cooperation - involves the elements that capitalize on the potential for innovation and creativity, as well as stimulating cooperation, with an emphasis on issues related to training process and labor mobility .

Target group. The *Strategy* broadly aims two target groups:

1. SUPES beneficiaries;

2. non-SUPES beneficiaries.

Although the *Strategy* is intended for a wide audience, the main beneficiaries generally include SUPES teachers, specialists in the fields of Education Sciences, Sports Sciences, Public Services and Security Services, students, etc.

III. CURRENT STATE OF THE SUPES CONTINUING TRAINING SYSTEM : SWOT analysis

***STRENGTHS* (S)**

- ✓ Increasing number of adults included in continuing vocational training programs in recent years.
- ✓ Carries out the professional training of the adults that ensures the requalification, the additional qualification, improvement, the specialization of the labor force.
- ✓ Periodically organizes, trainings / professional training modules with a positive impact on the beneficiaries.
- ✓ The relevance of continuing vocational training programs in relation to the requirements of the labor market in terms of skills and qualifications deficit.
- ✓ Participates in trainings within projects carried out in collaboration with higher institutions in the Republic of Moldova.
- ✓ Development of educational modules in national and European partnerships, through mutual mobility of teachers from SUPES and partner institutions.
- ✓ Large-scale integration and support of teachers and students in the development of European education programs.
- ✓ Development of courses "Lifelong Learning" for the purpose of professional retraining, in dynamic areas of the labor market.
- ✓ The existence of rapid intervention tools for correlating the training demand with the need of employers training by organizing specialization and improvement programs in the adult vocational training system.
- ✓ Training of human resources and development of infrastructure for adult education through national and European projects.

***WEAKNEASSES* (W)**

- ✓ Lack of the legislative framework regulating the professional training of adults in the Republic of Moldova.
- ✓ Lack of the general regulatory framework for the recognition of learning outcomes acquired in a non-formal and informal context.
- ✓ Lack of mechanisms for anticipating the skills required on the labor market, defining professional profiles, in order to develop / review qualifications in accordance with skills and knowledge relevant to labor market needs and adapting curricula to labor market needs and trends.

- ✓ Low impact of the follow-up of the teachers continuing professional training programs .
- ✓ Lack of mechanisms for consulting / involving the social partners in identifying new professional qualifications needed even in developing / validating occupational standards / vocational training standards.
- ✓ Lack of a financing mechanism for public-private and sectoral strategic cooperation / partnership structures in vocational training.
- ✓ Insufficient involvement of university staff in attracting resources from research contracts, provision of consulting services, continuing education, other activities.
- ✓ Lack of a marketing strategy for vocational training leading to awareness of the benefits of participating in vocational training programs and recognition of learning outcomes acquired in a non-formal and informal context, on career development.
- ✓ Low share of trainees included in international mobility programs from the total trainees.
- ✓ Reduced number of partnerships for continuing training, developed between vocational training providers, higher education institutions and other social actors.

OPPORTUNITIES **(O)**

- ✓ Training of teachers as local trainers in several directions of professional training.
- ✓ Teachers' receptivity to professional training.
- ✓ Favorable context for the continuing training and provision of lifelong learning for SUPES teachers.
- ✓ Existence of projects that support teacher training programs.
- ✓ Involvement of the social partners in the development of the professional training system.
- ✓ Development of social dialogue structures at national and international levels.
- ✓ Mutual learning and exchange of good practices at international and especially European level.
- ✓ Implementation of distance learning.

THREATS **(T)**

- ✓ Reduced number of training programs through cross-border and international cooperation.

- ✓ Decreasing the interest of some categories of teachers for the professional training activity.
- ✓ Reduced availability of academic staff to innovation.
- ✓ Lack of incentives / facilities addressed to economic agents for their involvement in initial vocational training.
- ✓ Lack of attractiveness of available jobs.
- ✓ Insufficient involvement of economic agents in the process of certification of learning outcomes.

IV. SPECIFIC OBJECTIVES AND PRIORITY ACTIONS

In the period 2021-2025, for the State University of Physical Education and Sport, the following **specific strategic objectives** will constitute interconnected priorities, focused on the continuing training process and ensuring a lifelong learning:

SPECIFIC OBJECTIVE 1. To update the information on the development of the continuing training activity, carried out through priority actions:

1.1. Updating the university conception, about the teachers and managers continuing professional training , in the context of the provisions of the Education Code, regarding the focus of education on competences, the improvement of criteria and indicators in the concerned field .

1.2. Ensuring the normativity of the integration / continuity of the initial training and continuing training of teachers by stipulating this visionary provision in the normative acts of SUPES: University Charter, Senate and Management Board and their application.

SPECIFIC OBJECTIVE 2. Diversification of the continuing training programs offers and improving their relevance for the labor market, ***achieved through priority actions:***

2.1. Ensuring the conditions for extending the activity of continuing training of teachers and managers through the e-learning method, using IT tools.

2.2. Development of cooperation relations with universities in the country and abroad in order to improve / diversify continuing training programs.

2.3. Elaboration of a new set of on-line continuing training programs for teachers and managers, focused on the development of teaching and managerial skills, valorisation of modern functional teaching, based on skills, also the methodology of

training / skills development, according to the provisions of the Education Code and the school curricula.

2.4. Renovation of teaching supports, applied in the process of continuing training in terms of skills and integration of the concept of quality in education and professional training.

2.5. Elaboration of methodologiical guidelines for teachers in the respective disciplines with exemplification of the methodology for skills training in the context of the school curricula provisions .

2.6. Ensuring information transparency.

2.7. Adapting curricula to the needs and trends of the labor market.

SPECIFIC OBJECTIVE 3. Identification and staggering of curricular contents and teaching strategies in order to improve the quality of professional training, *achieved through priority actions:*

3.1. Organizing scientific and practical conferences: Quality assurance in education; Performance in education; Skills development - a challenge of contemporary pedagogy.

3.2. Rethinking didactic training technologies, from the perspective of a transformer learning type, learning for change.

3.3.Creating a useful learning environment, relevant, attractive for learners, identifying their own training / development path.

3.4. Identification and implementation of procedures for monitoring and evaluating the fulfillment of study programs and the dynamics of the development of students professional skills .

3.5. Examining the various aspects of the issue regarding the continuing professional training of teachers and managers at the SUPES Senate, an action that is part of the university system for monitoring and evaluating the quality of this process.

3.6.Ensure of objective and transparent procedures for assessing student learning outcomes, in particular, and the results / relevance of continuing training courses in general.

3.7. Ensuring the culture of training quality evaluation: initial evaluation, formative evaluation, summative evaluation; use of alternative and integrative assessment tests and methods.

3.8.Elaboration of criteria and indicators for the evaluation of the activity of continuing training of teachers at SUPES.

3.9.Carrying out scientific investigations on lifelong learning, the efficiency and effectiveness of the activity of teachers and managers continuing training .

3.10. Participation in national and international scientific forums regarding lifelong learning problems.

SPECIFIC OBJECTIVE 4. Recruitment and motivation of teachers, *achieved through priority actions:*

4.1.Selection of teachers - trainers, based on professional skills, specific criteria to the field activity and the manifestation of skills and performance in the field.

4.2. Elaboration of specific criteria for the selection of teacher-trainers who will work within the continuing professional training programs.

4.3. Involvement of teachers-trainers and managers-trainers with valuable experience in the training activity.

4.4. Diversification and concretization of actions regarding the strengthening of SUPES partnership relations with local educational bodies, educational institutions based on Agreements signed by both parties on the provision of educational services for the involvement of teachers-trainers and managers-trainers with valuable experience in training activity.

4.5. Implementation of periodic evaluation procedures of the quality of the the teaching staff trainers activity.

4.6. Connecting the continuing training process to the attestation and accreditation requirements.

SPECIFIC OBJECTIVE 5. Development of national and international innovation and cooperation in the field of continuing professional training, *achieved through priority actions:*

5.1. Development of components on innovation, creativity and entrepreneurship within continuing professional training programs.

5.2. Development of international mobility in continuing professional training.

5.3. Extending mutual learning and the exchange of good practices, in order to ensure the preconditions for participation in an inclusive European labor market.

These specific objectives are proposed in order to successfully achieve the general objectives of *the Institutional Development Strategy of the State University of Physical Education and Sport,* namely, the development of the continuing professional training process and lifelong learning.

V. ACTION PLAN REGARDING THE IMPLEMENTATION OF THE STRATEGY ON CONTINUING PROFESSIONAL TRAINING OF THE STATE UNIVERSITY OF PHYSICAL EDUCATION AND SPORT FOR THE PERIOD 2021 - 2025

No. of action	Action	Responsible	Measu-rable indicator	Deadlines
1	**2**	**3**	**4**	**5**
SPECIFIC OBJECTIVE 1. To update the information regarding the development of the continuing training activity				
1.1.	Updating the university conception, about the continuing professional training of teachers and managers, in the context of Education Code provisions , regarding the focus of education on competences, the improvement of criteria and indicators in the field concerned.	Rector Vice-rectors Deans Director of Studies Department Head of CPTD	No. of updated / revised / elaborated internal normative acts	2021-2022
1.2.	Ensuring the normativity of the integration / continuity of the initial training and continuing training of teachers by stipulating this visionary provision in the normative acts of SUPES: University Charter, Senate and Management Board and their application.	Rector Vice-rectors Deans Director of Studies Department Head of CPTD	No. of updated / revised / elaborated internal normative acts	2021-2022
SPECIFIC OBJECTIVE 2. Diversification of the continuing training programs offers and improving their relevance for the labor market				
2.1.	Ensuring the conditions for extending the activity of continuing training of teachers and managers through the e-learning method, using ICT tools	Vice-Rector for Logistics and Finance Director of Studies Department Head of CPTD	No. of rooms equipped with ICT equipment	2021-2022

2.2.	Development of cooperation relations with universities in the country and abroad in order to improve / diversify continuing training programs.	Vice-Rector for International Relations Vice-rector for teaching activity	No. of agreements No. of programs	2021-2025
2.3	Elaboration of a new set of on-line continuing training programs for teachers and managers, focused on the development of teaching and managerial skills, valorifition of modern functional teaching, based on skills, and the methodology of skills training / development, according to the provisions of the Education Code and the school curricula	Vice-rector for teaching activity Deans Director of Studies Department Head of CPTD	No. of programs	2021-2022
2.4	Updating / revising / modernizing / elaborating the didactic supports, applied in the process of continuing training in terms of competences and integration of the quality concept in education and professional training	Vice-rector for teaching activity Deans Heads of the Chairs Licensed university teachers	No. of updated / revised / elaborated didactic supports	2021-2025
2.5	Elaboration of methodical guidelines for teachers who ensure the process of continuing professional training within SUPES in the context of the school curricula provisions	Vice-rector for teaching activ. Head of CPTD	No. of methodical guidelines	2022-2024
2.6	Ensuring information transparency	Deans Heads of the Chairs IT specialists Head of CPTD	No. of materials, communications, published articles No. of dissemination activities	2021-2025
2.7	Adapting of continuing professional training programs to the labor market needs and trends	Vice-rector for teaching activity Deans Heads of the Chairs Head of CPTD	No. of elaborated / adjusted programs	2021-2025
SPECIFIC OBJECTIVE 3. Identification and staggering of curricular contents and teaching strategies in order to improve the quality of vocational training				
3.1	Organizing scientific and practical conferences in order to ensure quality in adult education	Vice-rector for scientific activity,	No. of scientific and	2021-2025

		academic and study development	practical conferences / events	
3.2	Modernization / updating of didactic technologies for continuing professional training, in terms of lifelong learning	Vice-rector for teaching activ. Deans Heads of the Chairs Licensed university teachers	No. of modernized / updated curricula	2021-2025
3.3	Creating a useful learning environment, relevant, attractive for learners, identifying their own training / development path	Vice-rector for teaching activ. Deans Heads of the Chairs Licensed university teachers Head of CPTD	Didactic materials, elaborated didactic support Adapted rooms, provided with ICT equipment	Full-time
3.4	Identification and implementation of procedures, regarding the monitoring and evaluation of the fulfillment of the study programs and dynamics of the students professional competence development	Vice-rector for teaching ctiv. Deans Heads of the Chairs Director of Studies Department Head of CPTD	No. of elaborated / implemented procedures No. of evaluated study programs	2022-2025
3.5	Examining the various aspects of the issue regarding the continuing professional training of teachers and managers at the SUPES Senate, an action that is part of the university system for monitoring and evaluating the quality of this process	Rector Vice-rector for teaching activ. Deans Heads of the Chairs Director of Studies Department Head of CPTD	No. of discussed issues No. of decisions taken	2021-2025
3.6	Monitoring the criteria and indicators for evaluating the continuing training activity SUPES teachers	Rector Vice-rectors Deans Heads of the Chairs	No. of questionnaires / tests / class assistance / reports	FULL-TIME

			No. of teaching staff trainings	
3.7	Carrying out scientific investigations on lifelong learning, the efficiency and effectiveness of the continuing training activity of teachers and managers	Rector Vice-rectors Deans Doctoral School Heads of the Chairs	No. of studies / researches / scientific articles	2021-2025
3.8	Participation in national and international scientific forums on lifelong learning problem	Rector Vice-rectors Deans Heads of the Chairs Licensed university teachers Director of Studies Department Head of CPTD	No. of events No. of participants No. of communications	2021-2025
SPECIFIC OBJECTIVE 4. Recruitment and motivation of teachers				
4.1	Selection of teachers - trainers, based on professional skills, specific criteria to the field activity and the manifestation of skills and performance in the field.	Vice-rector for teaching activity Human Resources Head of CPTD	No. of selected trainers based on criteria	Full-time
4.2	Diversification and concretization of actions regarding the strengthening of SUPES partnership relations with local educational bodies, educational institutions based on agreements signed by both parties on the provision of educational services for the involvement of teachers-trainers and managers-trainers with valuable experience in training	Vice-rector for teaching activity Human Resources Head of CPTD	No. of partnership agreements No. of external trainers	Full-time
4.3	Connecting the continuing training process to the beneficiaries training needs	Vice-rector for teaching activ. Deans Heads of the Chairs Licensed university teachers	No. of updated / modernized programs / contents	Full-time

SPECIFIC OBJECTIVE 5. Developing national and international innovation and cooperation in the field of continuing professional training				
5.1	Development of components on innovation, creativity and entrepreneurship in continuing professional training programs:			
5.1.1	Extending learning methods that develop the professional and entrepreneurial skills of participants in continuing professional training programs	Vice-rector for teaching activ. Deans Director of Studies Department Head of CPTD	No. of improved / revised / updated curricula	2022-2025
5.1.2	Financial support for: a) organizing the exchange of good practices, development and simulation, within the continuing professional training programs; b) organizing and / or participating in study visits in national and international higher education and continuing professional training institutions.	Rector Vice-Rector for Logistics and Finance	No. of visits, activities No. of contracts/ partnership agreements	2021-2025
5.2	Development of international mobility in continuing professional training.			
5.2.1	Informing the teaching staff regarding the access of European funds intended for the international mobility in the continuing professional training	Vice-Rector for International Relations Head of CPTD	No. of accessed / implemented / evaluated projects	2021-2025
5.2.2	Informing teaching staff regarding the elaboration of the financing requests for accessing the European funds intended to international mobility in the continuing professional training.	Vice-Rector for International Relations Deans Related experts	No. of informed teaching staff	2022-2024
5.3	Extending mutual learning and the exchange of good practices, in order to ensure the preconditions for participation in an inclusive European labor market.			
5.3.1	Carrying out joint activities and the exchange of good practices, in order to ensure the prerequisites for participation in an inclusive European labor market at international level	Vice-rector for teaching activ. Vice-Rector for International Relations Director of Studies Department Deans Head of CPTD	Total number of involved students No. of developed / implemented / evaluated programs	2022-2025

VI. IMPLEMENTATION OF THE SUPES CONTINUING PROFESSIONAL TRAINING STRATEGY FOR THE PERIOD 2021-2025

6.1. *Risks*

The following risks can be estimated in the implementation of the *Strategy:*

• delay in contracting the necessary continuing professional training projects, which could lead to a decrease in their efficiency in covering the training needs;

• difficulties in mobilizing the budgetary resources necessary for the financing of own training initiatives or for the co-financing of continuing professional training projects financed by extra-budgetary funds;

• high staff turnover or loss of trained staff;

• institutional changes that may affect the implementation of the strategy.

It is very important to identify, analyze, prioritize and control the risks that may arise during the implementation of the *Strategy*, within a continuing process, as presented in *Annex no. 1*.

Since the importance of the identified risk depends directly on the probability of occurrence of the risk (P) and the severity of the impact (S), the identified risks were assigned a score S = PxS, in order to later be prioritized and proposed measures for countering them. The risk analysis / control will take place throughout the implementation of the *Strategy.*

A scale from 1 to 4 was used to assess *the probability of occurrence*, having the following meaning: 1) improbable; 2) unlikely; 3) probably; 4) certain.

To assess *the severity of the impact*, a scale from 1 to 4 was used, having the following significance: 1) very small impact; 2) moderate impact; 3) high impact; 4) very high impact.

Risk assessment (setting the level of probability and severity of impact, quantifying risks) helps to channel the attention of the beneficiaries of the *Strategy* on high-impact risks and to establish measures to reduce their impact. From the list of possible identified risks, the focus will be on the risks with significant impact, but without completely neglecting the possibility of other risks. Under these conditions, the scores obtained can vary in the range 1-16. It is considered to have a significant impact those risks to which a score higher than 9 is attached. For these risks, countermeasures are proposed, and the risks will be monitored throughout the implementation of the strategy.

6.2. *Costs*

The implementation of the *Strategy* involves the following costs:

- related to the *Strategy* implementation coordination team;

- regarding the updating of the annual training plan (for 4 years);
- related to the participation in trainings generated by the non-development of the current activity for a period of time (long-term benefits should be);
- administrative for the implementation, monitoring, evaluation of the Strategy;
- for the evaluation of the *Strategy* by an external consultant;
- for launching public procurement in order to contract specialized training services;
- for the organization and development of continuing professional training programs.

Regarding the implementation of continuing professional training programs, the cost / trained person / day can be quantified as follows:

- accommodation;
- transport;
- lecturers, trainers;
- catering etc.

The costs of study visits or experience exchanges can be quantified accordingly.

Sources of funding / The main sources of funding can be:

- the state budget;
- own sources (individual);
- European funds / national and international projects;
- bilateral programs / other national / international donors.

It is necessary for the implementation of the *Strategy* to identify combinations of the funding sources presented above, thus to ensure the financing of the continuing professional training program and implicitly to ensure the achievement of the objectives of the strategy.

In the development of the proposed continuing professional training programs, the identified sources will be taken into account and will be implemented within the limits of the allocated funding through the annual budget.

6.3. Responsibilities

It is recommended that within each SUPES subdivision that forms the target group, to be present persons with duties in the administration of the continuing professional training process provided by this *Strategy*.

Duties of the staff involved in the implementation of the *Strategy*:

- analysis of training needs and completion of continuing professional training plans for its subdivision (Chair / dean's office / department, etc.), in accordance with the standard formats related to the Action Plan;
- management of training sessions in collaboration with the providers of continuing professional training services, also ensuring the participation of participants in sessions;
- monitoring and reporting of continuing professional training sessions conducted in accordance with the standard format adopted for the Action Plan;
- archiving materials on continuing professional training;
- monitoring the trainers training within SUPES;
- periodic risk assessment and taking measures to mitigate them.

VII. *FINAL PROVISIONS*

During the implementation of the Strategy, the permanent monitoring of the obtained results will be performed, based on the action coordination of all the factors involved in the achievement of the development objectives and benefit promotion of the staff employed in SUPES.

This *Strategy* shall enter into force on the date of approval by the SUPES Senate. If, through the continuing monitoring of the *Strategy* or through a possible external evaluation, there are identified needs to modify the continuing professional training programs, including the content of the strategic training framework, then necessary changes will be made, by empowering in this respect by SUPES Senate.

The implementation of the *Strategy* is based on an action plan, which is a useful tool in ensuring its implementation, in planning annual training programs and assessing the degree to which performance indicators have been achieved. The action plan will include deadlines and responsibilities regarding: centralization of training needs based on staff assessment and training needs; elaboration, discussion and approval of the Annual Continuing Professional Training Program; monitoring / implementation reports of the Continuing Professional Training Program; evaluations of the *Strategy* implementation .

The implementation of the strategy will be done within the limits of financing allocated through the annual budget, as well as depending on the availability of other identified financing sources .

The degree of achieving the objectives provided by this *Strategy* (and implicitly the success degree of the training programs) will be measured by performance indicators. Performance indicators are:

a) indicators linking training to the institution performance ;
b) indicators linking training to the individual performance of the participants in the continuing professional training process.

The evaluation of the implementation of the Strategy will be performed annually, being appreciated the degree of expected results achievement and being proposed measures to recover the situation in case of necessity.

Annex no. 1

Risk analysis

No.	Risks	Comments / Reduction measures	P	S	Score PxS
1.	Target groups' use of non-standardized approaches to training needs analysis / assessment, planning and monitoring /training reporting.	The occurrence of this risk would lead to the failure in achieving the indicators / expected results of the strategy and may prevent a coherent programming of joint training activities. The establishment of the working group for monitoring the strategy and its activity (frequent meetings, dissemination of information on training at the level of each service in the target group, planning staff development actions in each target group in correlation with the provisions of this strategy, etc.) will lead to uniform activities on the implementation of the strategy	3	3	9
2.	Delays in contracting the necessary training projects, which could lead to a decrease in their efficiency in covering urgent training needs.	Delays in contracting the necessary training projects may lead to the partial achievement or non-achievement of the indicators and results provided by this strategy. It is recommended a multi-annual planning (at least 2 years) of the considered training projects and the correlation of the training projects at the level of the target groups.	3	3	9
3.	Difficulties in mobilizing the budgetary resources needed to finance own training initiatives or to co-finance training projects financed from the Structural Funds.	Difficulties in mobilizing the financial resources needed to finance training projects can lead to failure in achieving strategy indicators and failure in achieving the objective of developing human resource performances within the services that form the target group. Early planning of training projects (recommended multi-annual planning) and identification of funding sources (alternative) are required	4	4	16
4.	High staff fluctuation or loss of trained staff.	Staff fluctuation may have a negative impact on the achievement of the indicators set out in this strategy. This risk cannot be diminished (factors such as personnel policy,	4	4	16

		salary, organizational management, etc. having a direct impact on staff fluctuation) but it is recommended to create a group of internal trainers in order to ensure internal training needs.			
5.	Institutional changes that may affect the implementation of the strategy	Institutional changes can fundamentally affect the implementation of the strategy (in terms of institutional reorganization, activities, objectives of new created services and new individual performance, etc.). This risk cannot be diminished but it is recommended to analyze the impact of a possible institutional reorganization on the training strategy and its evaluation at the moment of occurrence of such a risk, adapting and modifying according to the new conditions.	2	4	8